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ABSTRACT

This health education guide for teaching second graders in the Duval County Public Schools (Jacksonville, Florida) follows the comprehensive program for K-12 that aims to help students gain an intelligent understanding of health as a unity of physical, mental, and social well-being. Two primary ideas are dealt with in this guide: (1) the body has a basic structure and function; and (2) development in individuals may be altered by factors in the environment. Detailed lesson plans include concepts/skills to be mastered, test references, estimated teaching times, objectives, instructional materials, teaching procedures, evaluation procedures, and enrichment and reinforcement activities. (CMG)

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HEALTH EDUCATION CURRICULUM GUIDE

ELEMENTARY SCHOOL

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APPENDIX A - CURRICULUM

DUVAL COUNTY SCHOOL BOARD POLICY

Sec. 2-6. Health Education

Proper procedures will be implemented to assure that all students, kindergarten through twelve (12), receive a comprehensive health education program. Students may be exempted for religious reasons without being penalized. The health education curriculum shall include a drug education program as required by the state. Units of instruction regarding human reproduction must be approved by written parental permission two (2) weeks prior to the presentation. Students will be excused from such instruction without penalty with parental request.

Source: 1975 Rules, IJL.

Annotations
Comprehensive Health Education Act of 1973, F.S. 233.067.

INTRODUCTION

The health education curriculum is designed as a comprehensive program (K-12). The curriculum is designed to assist the student in gaining an intelligent understanding of health as a unity of man's physical, mental, and social well being.

The student should be able to:

(a) Understand himself and others in terms of physical, mental, social, and moral well being.

(b) Apply the scientific approach and critical reasoning to make intelligent decisions concerning individual and community health.

(c) Develop criteria for identifying reliable sources of information regarding health products and services.

(d) Interpret man's relationship to his environment and his use of his environment to attain a better state of health.

The comprehensive health program offers topics at the student's maturity level involving the physical, mental and social aspects of the individual. Course content includes study of interacting growth and development, personal health practices, protection and promotion of health, food selection, utilization of health information, contagious diseases, hazards and accidents, community health and substances that modify mood and behavior (drug education). The program utilizes a variety of teaching techniques in order to influence knowledge, habits, attitudes and values, relating to the favorable decisions about individual, family and community health. To meet

individual needs a wide variety of material has been identified in the method/media for each objective.

Health education is an important part of the total elementary, junior and senior high school curriculum. The health education course is required at grade levels K-6 and grade seventh The senior high student has the opportunity to elect health education at grade levels ten, eleven and twelve. All health courses have criterion referenced tests.

HEALTH EDUCATION K-6

SCOPE AND SEQUENCE

	STRUCTURE AND FUNTION OF THE BODY	HEALTH PRACTICES	FAMILY	SAFETY	NUTRITION	CONSUMER	DRUGS AND ALCOHOL	DISEASE	ENVIRONMENTAL HEALTH
K	The senses allow man to interpret his environment.	*		Certain safety practices should be used in situations involving activities and the use of tools.	Eating a variety of foods helps us grow and stay healthy.		Drugs affect how the body works.		
1		Determine practices that promote good health.		Certain precautions are useful in the reduction of hazards and accidents.	Attitudes affect food selection and diet.		*		
2	Construction of the human body allows for movement. Growth and development varies with the individual.	*	Family members contribute to the health of each other.	*	Different foods are necessary to supply different body needs.		Mood and behavior may be changed in various ways.		
3	Differences in growth and development can affect feelings and social relationships.	Dental health practices relate directly to physical well-being.			*	Various health products and services are available to the consumer.	*	Knowledge of microorganisms and their characteristics relate to human well-being.	*
4	The organs of the body function in harmony.	*			The digestive process is a total body function.	Scientific principles apply in selecting health products and services.	The use of mood modifiers affects body functions.		Community efforts help reduce health problems.
5	The human body is well-adapted to carry on life functions.	Certain health practices are basic to potential development.	Families vary widely in their characteristics.		A well-balanced diet is basic to potential development.	The choice of the consumer will affect his potential development.	Knowledge of alcohol's affect on physical, mental, and social health is necessary to today's community.		
6	The body has its own time table for growth and development	*		Knowledge of pedestrian, passenger, bicycle, and baby sitting safety is necessary to avoid hazardous situations.	A well-balanced diet is a positive effect on individual development.	*	The use of mood modifiers may affect emotions, behavior and potential development.	Man has increased his knowledge of diseases and their causes.	The environment affects the quality of human health.

* This topic is taught within another objective.

Course Outline - Second Grade

2 - 1.1	Construction of the human body allows for movement.	Pages 1-16
2 - 1.2	Growth and development varies with the individual	Pages 19-34
2 - 2.1	Family members contribute to the health of each other.	Pages 35-59
2 - 2.2	Different foods are necessary to supply different body needs.	Pages 60-64
2 - 2.3	Mood and behavior may be changed in various ways.	Pages 65-103

GRADE LEVEL: Second

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 1.0 The body has a basic structure and function.

SECONDARY IDEA	OBJECTIVES
2 - 1.1 Construction of the human body allows for movement.	Given proper instruction and materials, the student will: 2 - 1.1.1 demonstrate how the muscles and bones allow the body to move; and 2 - 1.1.2 investigate how the body functions.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Muscle	2.C.7	30 minutes

OBJECTIVE 2 - 1.1.1 Demonstrate how the muscles and bones allow the body to move.

INSTRUCTIONAL MATERIALS:

Listening Cassette: School Days, Inc., I Have a Healthy Body, "Muscles." (available in your media center)
Song: "Muscles" (words included)

PROCEDURE:

Listen to I Have a Healthy Body cassette, Side I "Muscles."
Replay this song and allow the students to do the muscle movements that are suggested in the song.

EVALUATION:

Have each student name or demonstrate a movement that a muscle allows the body to make.

ENRICHMENT/REINFORCEMENT:

Allow students to investigate and use their muscles further by assigning one area of the body such as: the fingers, legs, mouth, arms, back, or feet to each student. Have them keep a list of all the activities for one day in which they used the muscles of that part of the body. Have volunteers share their list with the class.

OBJECTIVE 2 - 1.1.1 Muscles Song

Introduction to "Muscles"

I have a healthy body
My body belongs to me
But first, there are things
That I must know
About my anatomy!

Anatomy is my body
With many secrets in store
Today, let's learn about our muscles
Just wait, and I'll tell you more.

I have some mighty muscles
Some groovy muscles...you'll see
I have some lovely muscles
They're a part of my anatomy...EEE!

Anatomy means my body
And today I'll show you how
My muscles help me do all things
From sitting to standing...NOW...

Muscles I

I move my mouth muscle into a smile
I move my nose muscle and
I wiggle it a while.
Six hundred muscles are what we have
To giggle and wiggle
And jiggle and sing
Come on now, are you ready to go...
To some of our muscles
We'll say hello.

Hello to my hand muscles
I clap them with glee
Hello to my arm muscle
I'll wave it at a flea
Hello to my back muscle
As I bend to my toes
Yes, our muscles move our bones
Now everybody knows.

OBJECTIVE 2 - 1.1.1 Muscles Song

Let's chew with a muscle
And swallow with one too
Our food is pushed way down you know
By muscles inside of you.

We breathe with some muscles
Let's do it all right now
Please breathe in through your nose
And out your mouth...say WOW!

The muscles pull all our bones
Forward and back
Please bend your knee and then
Straighten it right back.

Now, hands on your tummy...(THAT'S IT!)
Push out and away
Pull in with your tummy
Another muscle in play.

Now for the neck muscle
Tilt your head forward and back
Put your ear to your shoulder
And then you move it straight back.

Alright, let's hop on one foot
One...two
Hop on one foot
One...two
Guess what we've found
Hey, we've found some muscles for you!

Muscles will help you
In all that you do
Please make a promise
To exercise them too!

OBJECTIVE 2 - 1.1.1 Muscles Song

Exercise C - an everyday exercise

I have a healthy body
My body belongs to me
And I can do an exercise
Just you wait and see!

Well, I put my hands out forward
And bend my knees to sit
Then I crouch down to the floor
Touch my fingertips...(THAT'S IT!)

I raise up high upon my toes
And reach my hands real high...(WAY UP!)
Then I circle with both arms
Breathe in...and out...and then I sigh.

(End of first half of lessons on muscles)

Muscles II

I have a healthy body
My body belongs to me
But first there are things that I must know
About my anatomy.

Anatomy is my body
With many secrets in store
Today let's learn about our muscles
Just wait and I'll tell you more.

Let's start once again
My dear boys and girls
To find some more muscles
For us to play with now...THEN...

Raise your eyebrows
As far as we can
Bring them back down
All quiet again.

Can you wiggle your ears?
Do see if you can
Ear muscles are very dear
And they go wiggle-dee.

OBJECTIVE 2 - 1.1.1 Muscles Song

Now flap your arms just like a bird
A bird that's on the wing
And twirl them all around, you know
Shoulder muscles swing...and swing
...and swing.

Take both your hands and hold
Hold them way around your back
Can you feel your chest muscle
As you hold your hands back?

Please stick out your tongue and say
"Ah-hh", if you can
Now you bring it right back in
But don't do that again...(NO!....NO!)

Wave at your neighbor
Wrist muscles we have found
Now point to the floor
Make your finger go round.

Move your jaw muscles
To the left and right
And keep them quite still
And now, blow me a kiss!

Muscles help us walk and talk
Run and dance and sing
They also help us bend and breathe
And stretch, and even swing!

The heart's a muscle you can't see
It helps to pump your blood
Now put your hand up to your chest
And listen quietly.

Now as we finish, let's all sing
The lesson we've learned
About our muscles that we have
That help us twist and turn.

I have a healthy body
My body belongs to me
And there are things that I know now
About my anatomy!

OBJECTIVE 2 - 1.1.1 Muscles Song

Then I do my final trick
A thing that's fun for me...
I make small jumps straight up and down
I count to twenty-three!...
(EVERYBODY COUNT NOW...)

One, two, three, four,
Five, six, seven, eight,
Nine, ten, eleven, twelve,
Thirteen, fourteen, fifteen, sixteen,
Seventeen, eighteen, nineteen, twenty,
Twenty-one, twenty-two, twenty-three!

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Bones	2.C.2	30 Minutes

OBJECTIVE 2 - 1.1.1 Demonstrate how the muscles and bones allow the body to move.

INSTRUCTIONAL MATERIALS:

Listening Cassette: School Days, Inc., I Have A Healthy Body, "Bones." (available in your media center)

SUPPLEMENTARY:

J.B. Richmond, et al, You and Your Health: 2 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 92-95.

PROCEDURE:

Listen to I Have A Healthy Body cassette, Side II, "Bones" and allow students to perform the movements that are suggested in the song.

EVALUATION:

Have each student point to a location on the body where a bone is found.

ENRICHMENT/REINFORCEMENT:

Read pages 92-95 in the textbook pages for further information on how bones help the body to move.

Have students experience how much their movement depends upon the joints by using rolled cardboard as a splint to immobilize an elbow or knee.

Immobilize the pupils' thumbs, using a handkerchief or some other soft cloth to tie the thumb against the hand. Then let them experience how difficult it is to perform certain tasks (holding a crayon, picking up a ball, etc.).

OBJECTIVE 2 - 1.1.1 Bones Song

Introduction to Bones

I have a healthy body
My body belongs to me
But first there are things that I must know
about my anatomy!
Anatomy is my body
With many secrets in store
Today let's learn about the bones
And what we have them for....OR...

We have so many wonderful bones
Two hundred six have we
They're hard on the outside
Soft on the inside
And help us stand straight as a tree...
EEE...EEE.
We have a lot of lovely bones
Two hundred six have we
Irregular...flat...long...and short
But none that we can see...EEE...EEE.
But we can feel and touch and know
That we have a skeleton tree
All made up of bones that hold us up
And are a part of our anatomy.

Please tap your head quite gently
The skull bone evidently
A round firm bone that you can feel
It protects the brain, like a kind of
shield...EELD...EELD.

Twenty-six bones are in the back
Just reach around and feel
That is where you now will find
Your spine...it's very real.

Now, put your hand up to your chest
A breast-bone you have there
And move your fingers near your throat
The collar-bone is there.

OBJECTIVE 2 - 1.1.1 Bones Song

Now take your hands and hug yourself
A rib cage you have found
Twenty-four bones, you can count
That curve and feel so round.

We have lots of lovely bones
Two hundred and six have we
They're hard on the outside
Soft on the inside
They make a skeleton tree.

We have bones in our fingers
Will you wiggle them please?...
(that's right...GOOD!)
We have bones in our toes
Can you move them with ease?

Around our hips, another bone
We place your hand around
Now put your hand around your knees
And feel your leg bones down...(GOOD!)

Sometimes bones are joined together
So that you may bend
The next verse is an explanation
Of how the why and when.

The "hinge" joint moves just-a back
and forth
Please bend your elbows now
A "ball" joint moves so many ways
Your shoulder shows you how.

To finish off this lesson
We'll find just two more bones
Now bend from the waist...and keep
legs straight
And grab your two ankle bones.

(End of lesson on bones)

OBJECTIVE 2 - 1.1.1 Bones Song

EXERCISE A - an everyday exercise

I have a healthy body
My body belongs to me
And there are things that I know now
About my anatomy.

I have an everyday exercise
Here's one that I can tell
Please follow as I sing the verse
It'll make you feel so swell...

I bend my right knee to my chest, and hold
One, two, three...and down
I bend my left knee to my chest, and hold
One, two, three...and down
Then I sit down and count to four
One...two...three...four
Stand straight up, and sit some more
One...two..three...four...or...

EXERCISE B - an everyday exercise

Here's a little trick I know
You can do yourself...
An exercise for you, my friends
An everyday exercise.

I stand straight up and lock my thumbs
And reach my hands real high
And then I stretch...and stretch...and
stretch some more
And make a great big sigh.

And then I make my arms two wings
And circle...urkle...workle
And then I go the other way
And workle...urkle...circle
Like a bird...ERD.

EXERCISE C - an everyday exercise

I have a healthy body
My body belongs to me
And I can do an exercise
Just you wait and see!

OBJECTIVE 2 - 1.1.1 Bones Song

I put my hands out forward
And bend my knees to sit
Then I crouch down to the floor
And touch my fingertips.
Then I circle with both arms
I raise up high upon my toes
And reach my hands real high

Breathe in...and out...and sigh.

EXERCISE D - an everyday exercise

Then I do my final trick
A thing that's fun for me
I make small jumps straight up and down
And count to twenty-three...(now, everybody
count to twenty-three!)

One, two, three, four,
Five, six, seven, eight,
Nine, ten, eleven, twelve,
Thirteen, fourteen, fifteen, sixteen,
Seventeen, eighteen, nineteen, twenty,
Twenty-one, twenty-two, twenty-three!

I have a healthy body
My body belongs to me
And I can do almost anything
Just you wait and see!

I have a healthy body
But when I don't feel so well
There's a trick I can do...all by myself
An everyday exercise...ise!

EXERCISE...ISE
EXERCISE...ISE
EXERCISE...ISE
EXERCISE...ISE
EXERCISE...ISE
EXERCISE...ISE

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Body	*	Twelve-30 minute periods

OBJECTIVE 2 - 1.1.2 Investigate how the body works.

INSTRUCTIONAL MATERIALS:

Listening Cassette: Coronet, The Body I Live In (available in your media center)
Student booklets and/or ditto sheets (Permission to reprint has been granted by Random House.)

PROCEDURE:

Set up listening center for groups of five or six. Each day give students the ditto sheet which correlates with the cassette.

Lesson 1. Just One Me - Correlates with IMS skills 2-C-8, 2-V-5, and 2-WA-4.
Lesson 2. Why Do I Blink? - Correlates with IMS skill 2-V-5.
Lesson 3. How Do I Hear? - Correlates with IMS skills 2-V-5 and 2-C-8.
Lesson 4. What Does My Skin Do? - Correlates with IMS skills 2-C-13 and 2-V-5.
Lesson 5. What Makes Me Move? - Correlates with IMS skills 2-C-2 and 2-C-8.
Lesson 6. Why Do I Breathe? - Correlates with IMS skills 2-C-11, 2-C-8, and 2-C-9.
Lesson 7. How Do I Talk? - Correlates with IMS skills 2-C-8 and 2-C-2.
Lesson 8. Do My Teeth Just Chew? - Correlates with IMS skills 2-C-7 and 2-C-13.
Lesson 9. How Does Food Change Into Me? - Correlates with IMS skills 2-C-13 and 2-C-3.
Lesson 10. What Is My Blood For? - Correlates with IMS skills 2-C-7, 2-WG-1, 2-WG-5, 2-C-2, and 2-V-5.
Lesson 11. Does My Brain Feel? - Correlates with IMS skills 2-C-7 and 2-V-5.
Lesson 12. How Will I Grow? - Correlates with IMS skills 2-C-8.

EVALUATION:

Successful completion of the ditto sheet for each lesson.

*IMS skills for individual lessons are listed by lesson number.

OBJECTIVE 2 - 1.1.2

ENRICHMENT/REINFORCEMENT:

As daily lessons at listening station are completed, meet together in a group for a few minutes to review lesson concepts.

Have students work together in partners to trace an outline of each other's body on black mural paper, and cut it out. Insert brass fasteners at elbow and knee joints. Include finger joints if possible. Paint or chalk in bones on the skeleton.

Call Museum of Arts and Sciences (396-7061) to set up class trip to the muscular/skeletal exhibit.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-1.1	Construction of the human body allows for movement.	2 - 3 Weeks	Health Test	Julius B. Richmond, et al, You and Your Health: 2 (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 46-47, 92-95. Julius B. Richmond, et al, You and Your Health: 2 (Glenview, Illinois: Scott, Foresman and Company, 1977.) pp. 46-47, 90-95. James P. Barufaldi, et al Health Science: 2 (Lexington, Mass.: D.C. Health and Company, 1981.) pp. 87, 88.	TEXTBOOKS Julius B. Richmond, et al, Health and Growth: 2, (Glenview, Illinois: Scott, Foresman and Company, 1971.) pp. 37-44. BOOKS Elenore Pounds, Moving, Moving, Moving (Glenview, Illinois: Scott, Foresman, 1973.) PAMPHLETS I Have a Healthy Body Coloring Book, School Days, Inc.,** KITS Coronet Instructional Media, The Body I Live In.+***

*Duval County School Board Film Library
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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-1.1	Construction of the human body allows for movement.	2 - 3 Weeks	Health Test		FILMS Our Wonderful Body: How It Moves.* Learning to Look at Hands.* Perc, Pop, Sprinkle.* Most Important Person Series: Body Movement.* FIELD TRIPS Health Exhibit, Jacksonville Museum of Arts and Sciences.

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OBJECTIVE 2 - 1.2.1

Transparency D - "Mesomorph" (medium, solid, muscular)
What body type do the people in this picture have?
Can you think of some famous people who are this body type?
Do persons of all three body types like games and activities?
Which games and activities do you like?
Which of the three body types are you?
What body type might a basketball player be? jockey? football player?

Transparency E - "Body Types Are Inherited"
This picture shows three generations of one family; a boy, his father, and his grandfather. They all tend to have the same body type.
Are you the same body type as your father? mother?
What body types do you have in your family?

Transparency F - "Family Members May Be Different"
It is quite possible a mother and a father may be different body types, therefore, brothers and sisters may be different too. No one body type is better than the other. Each type is good in its special way.

EVALUATION:

Have students use word bank to complete the following sentences.

body type
mother and father
tall person

We get our body type from our _____ and our _____.
We are all different because of our _____ _____.
A _____ _____ would most likely be good at basketball.

ENRICHMENT/REINFORCEMENT:

Have students cut pictures out of magazines showing each body type and make individual posters or a bulletin board displaying pictures of the three body types.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Physical Growth	2.C.8	30 minutes

OBJECTIVE 2 - 1.2.1 Identify factors affecting physical growth.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept I, Level I, Objectives C, D, and E.
Transparencies: "A, B, C, D, E, F, G, H, I, and J." (masters included)

PROCEDURE:

Show the transparencies and use suggested questions to stimulate discussion.

Transparency A - "Body Types"
What ways can you think of that make children different?
How are the children in this picture different from each other?
Can you think of ways they are alike?
Is everyone born with a certain body type?
Can you see a difference in the body type among the children in this picture?
Do you see three special and different body types?

Transparency B - "Ectomorphs" (tall, thin)
How are the people in this picture alike?
How are they different?
What body type do the people in this picture have?
Which of our presidents, Washington or Lincoln was most like this body type?
Can you think of any other famous person who has this body type?

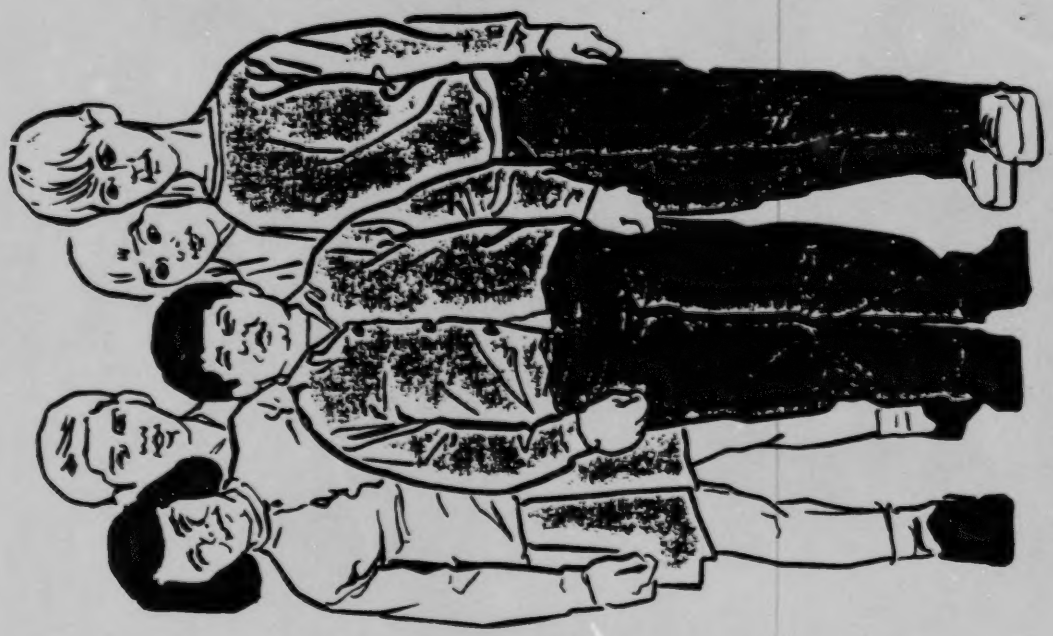
Transparency C - "Endomorphs" (short, round)
What body type does each person in this picture have?
Does illness affect the way we grow?
Does too little rest and not enough exercise affect the way we grow?
Does eating the right kinds of food help us grow and develop as we should?
Does our body type have an effect on our weight?
Can you think of some famous people who have this body type?

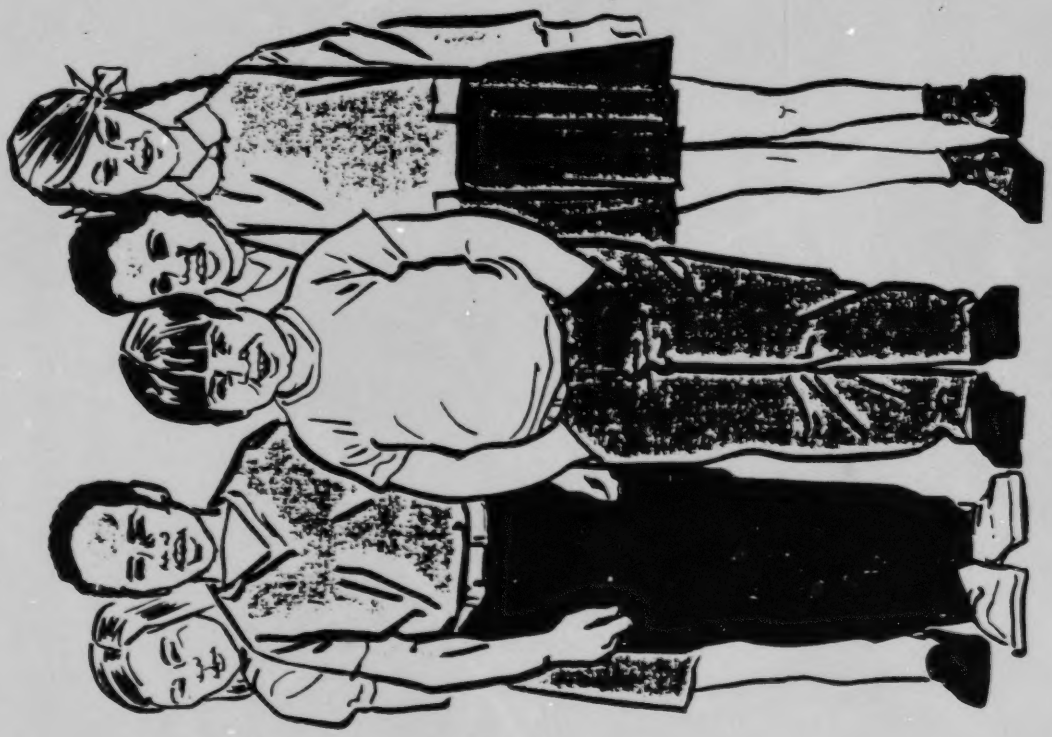
GRADE LEVEL: Second

THEME: Physical, Mental, and Social Health

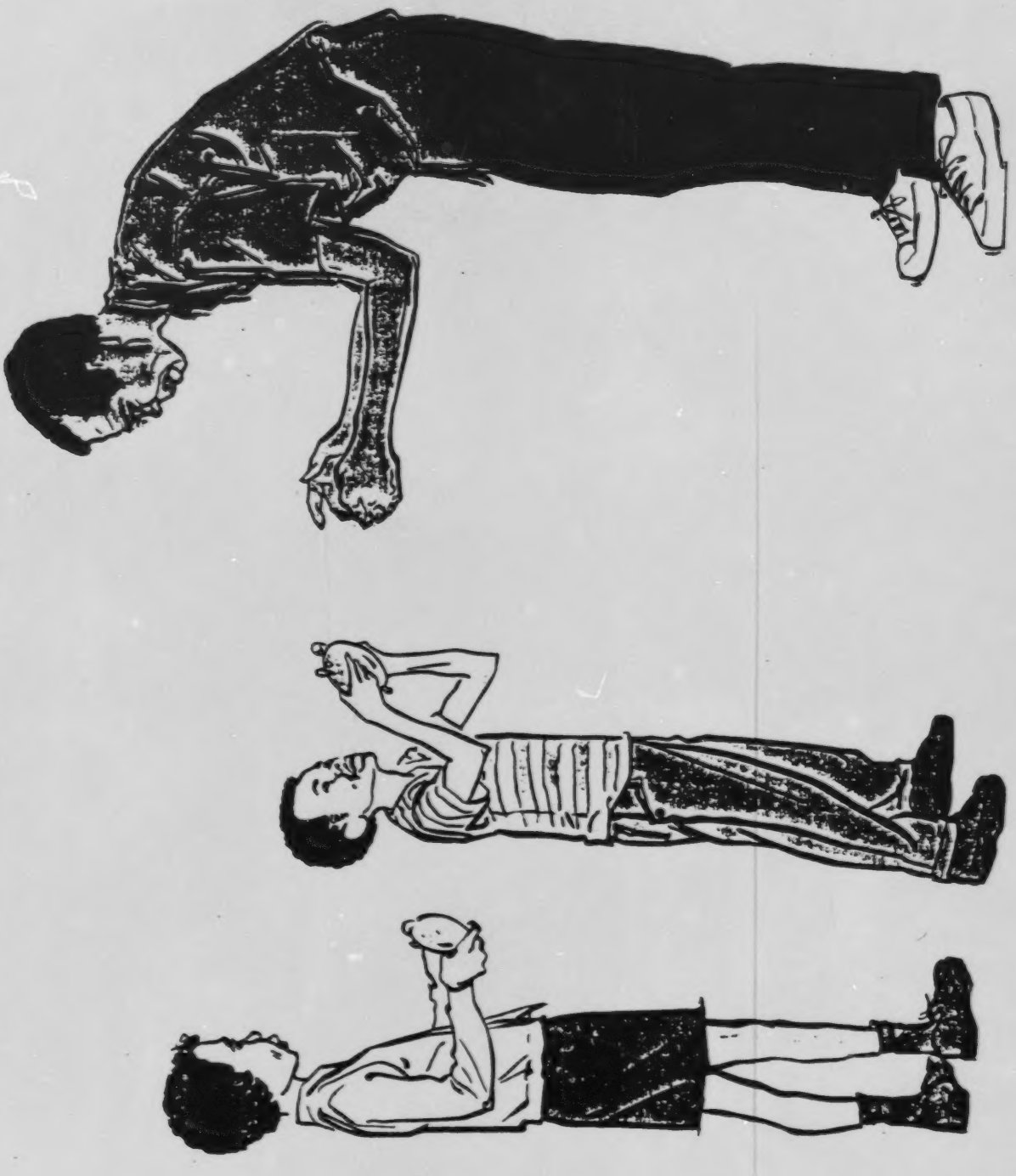
PRIMARY IDEA: 1.0 The body has a basic structure and function.

SECONDARY IDEA	OBJECTIVES
2 - 1.2 Growth and development varies with the individual.	Students will demonstrate knowledge that growth and development varies with the individual by: 2 - 1.2.1 identifying the factors that contribute to physical growth; 2 - 1.2.2 discussing the emotional needs of individuals; 2 - 1.2.3 describing how maturing socially affects actions toward others; and 2 - 1.2.4 assessing good health habits that contribute to individual growth.





Objective 2 - 1.2.1 Transparency B



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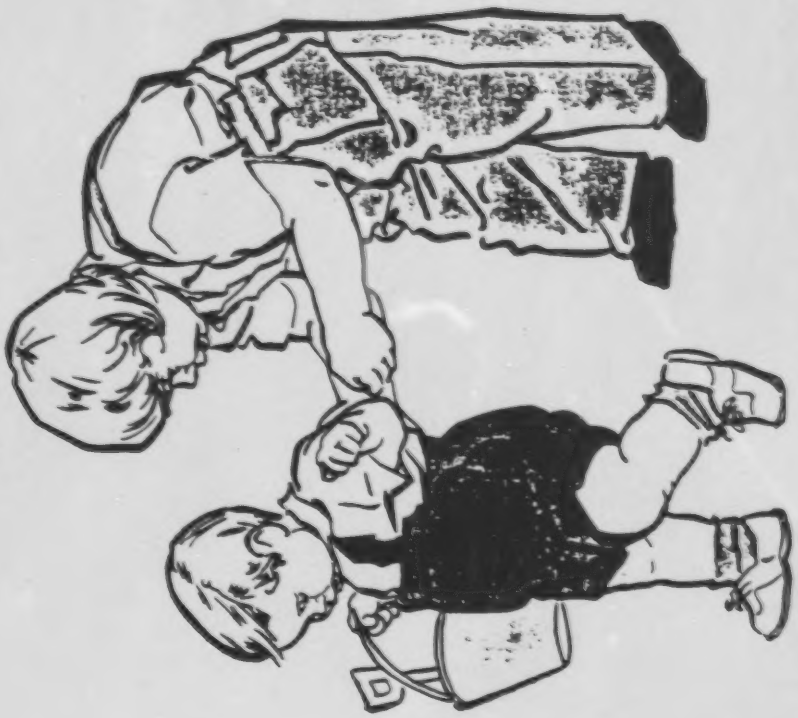

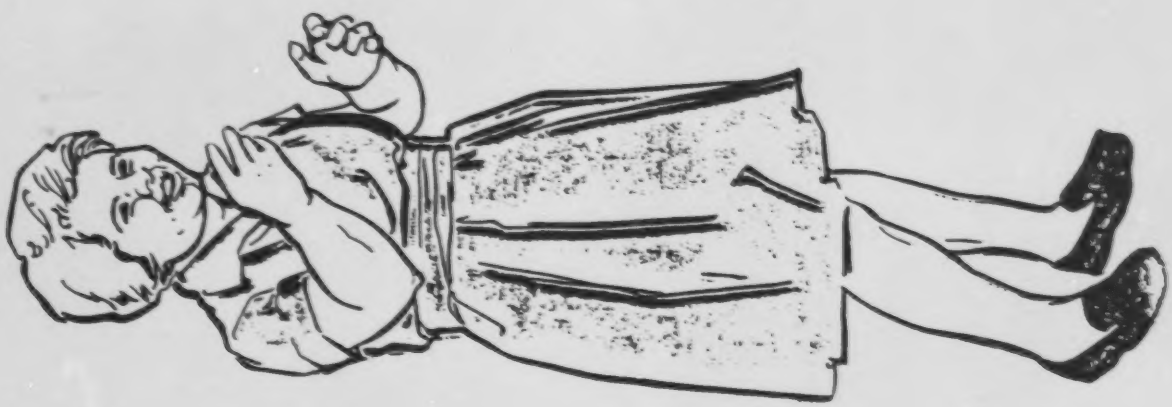

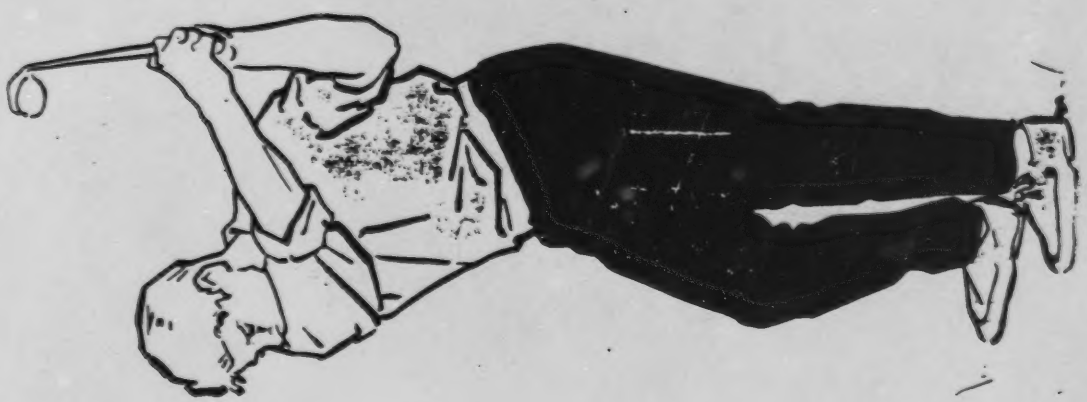

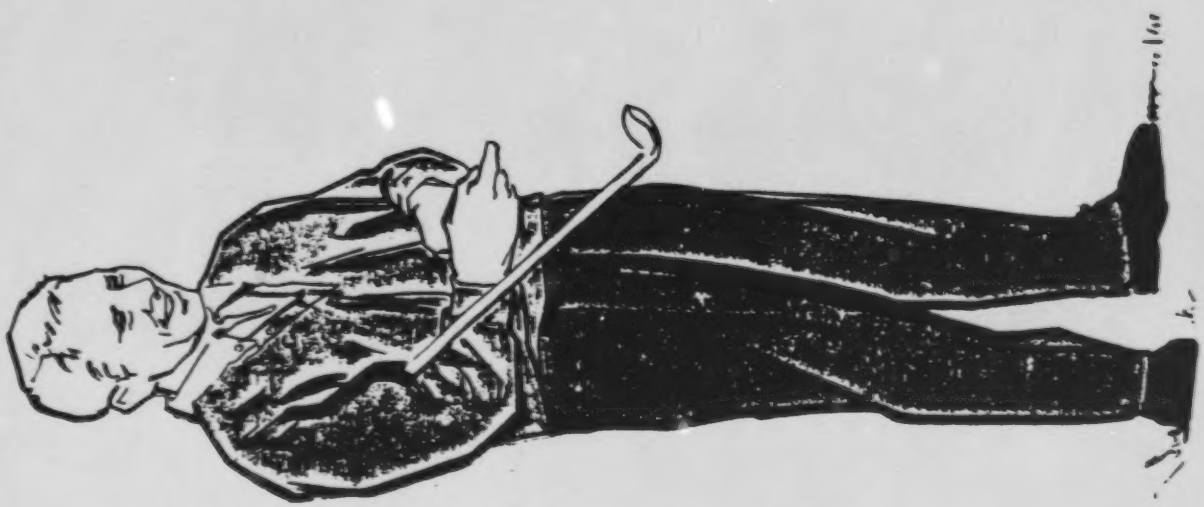

Objective 2 - 1.2.1
Transparency F

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LESSON PLANS

CONCEPT/SKILL Physical Growth	TEST IMS 2.M.5	ESTIMATED TIME 30 minutes

OBJECTIVE 2 - 1.2.1 Identify factors affecting physical growth.

INSTRUCTIONAL MATERIALS:

Measuring Tape: Ideal School Supply Company, Lollipop Measuring Tree (available in your media center)
Weigh Scale

PROCEDURE:

Explain to the students that changes are occurring in their bodies, but they cannot be seen from day to day. All of us are individuals and develop at our own rate, therefore it is normal to have differences.

Set up two stations, one for measuring height and one for weight. Have students work with a partner to measure each other's height and weight. Record these measurements on the Lollipop Measuring Tree. The chart does not provide a space for recording weight, but there is enough room under the height column to record the weight.

EVALUATION:

Accurate completion of the measuring activity.

ENRICHMENT/REINFORCEMENT:

Have students line up beginning with the shortest then progressing to the tallest. Explain that those who are in the middle are the average or median. Reinforce the idea that we all grow at our own rate.

Compare the heights and weights of boys to the heights and weights of girls.

Make a simple graph on the chalkboard of the students' heights.

Repeat the measuring activity several times during the year.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Emotional Growth	2.C.8	Four-30 minute periods

OBJECTIVE 2 - 1.2.2 Discuss the emotional needs of individuals.

INSTRUCTIONAL MATERIALS:

Study Prints: The Child's World, Understanding My Needs. (available in your media center)

PROCEDURE:

Read and discuss stories from the following study prints: Need to Succeed, Need of a Positive Self-Image, Need to Love and Be Loved, and Need to Belong.

EVALUATION:

Have the students draw pictures of ways to meet the needs discussed in each lesson.

ENRICHMENT/REINFORCEMENT:

Read and discuss other needs identified on the study prints: Need for Security, Need to Know, Need to Dream, and Need to Explore.

Read the Action Rhymes found on the back of the study prints and have the students make motions to illustrate them.

Choose appropriate activities from "Things to Do" in the Teacher's Guide to the study prints.

Have students hold hands and make a big circle. Let them take turns going to the center of the circle giving an example of a way to meet the needs of themselves and others.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Emotional Needs	2.C.8	Four-30 minute periods

OBJECTIVE 2 - 1.2.2 Discuss the emotional needs of individuals.

INSTRUCTIONAL MATERIALS:

Study Prints: The Child's World, Moods and Emotions. (available in your media center)

PROCEDURE:

Select four study prints to discuss different needs we all have. Select ones which are appropriate to your students' needs. Read and discuss the story written on the back of the study print.

EVALUATION:

Have students illustrate in a picture what a person looks like when he/she is in the mood being discussed.

ENRICHMENT/REINFORCEMENT:

Rhythmic activities plans, or games are provided on the back of the study prints. Choose from these the activities suitable for your students.

Have students describe what their bodies feel like when they are in the mood being discussed.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Social Maturity	2.C.8	30 minutes

OBJECTIVE 2 - 1.2.3 Describe how maturing socially affects actions toward others.

INSTRUCTIONAL MATERIALS:

Cassette/Booklets: Troll Associates, I Can Read About Good Manners.
Evaluation Test (Master included, make a copy for each student.)

PROCEDURE:

Set up a listening center using the I Can Read About Good Manners cassette and student booklets. Provide each student an opportunity to visit the center prior to class discussion.

Discuss with the students how our social development also grows as our body grows. We are maturing or "getting older" in our social development when we become better at getting along with others and accepting responsibility for our actions toward others.

Use suggested questions to stimulate discussion.
To help you decide if you have good manners, what questions should you ask yourself? (Am I being thoughtful of others?)
Can you think of a situation at school today when you thought of someone else in your manners? (Remind them if the answer is yes it's a sure sign they have good manners.)
Can you remember a time when someone forgot to think about you in his/her manners?

EVALUATION:

Hand out the evaluation test and explain to students they are to make a check in the blank next to the answer which shows good manners and accepting responsibility for their actions toward others. Read the questions and answers to the students and allow sufficient time for response.

ENRICHMENT/REINFORCEMENT:

Discuss additional appropriate manners in situations that fit your classroom.

Have students give examples of situations where good manners are important for safety reasons. (example: not shutting the door in a person's face; not pushing in line, etc.)

OBJECTIVE 2 - 1.2.3

EVALUATION TEST

1. You are sitting in the media center at the table reading a book. Another student comes in and sits down beside you. Which of the following ways would you like for him to act?

   _____ drop his books loudly on the table
   _____ turn the pages of his book loudly
   _____ lay his books on the table and read quietly

2. You are in the lunchroom eating and several students finish eating early. What should they do?

   _____ remain in their seats until the others are finished
   _____ get up and walk around the room
   _____ talk loudly to the person sitting next to you

3. Your friends are taking turns telling funny stories and you know the ending to one. What will you do?

   _____ interrupt and tell the ending yourself
   _____ quietly wait for your turn
   _____ refuse to participate, since you already know the story

4. You are leaving the restroom and someone is right behind you. What will you do at the door?

   _____ hold the door open until the person has hold of it
   _____ go on and allow the door to shut in front of him/her
   _____ hold the door just until the person has reached it

5. You are on the playground and your friends want to play dodge ball and you do not. What will you do?

   _____ grab the ball and say you want to play alone
   _____ tell them you will play for awhile and ask if they will play your game next
   _____ run away and cry

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Health Habits	2.C.8	30 minutes

OBJECTIVE 2 - 1.2.4 Assess good health habits that contribute to individual growth.

INSTRUCTIONAL MATERIALS:

Assessment ditto: "Health Habits." (Master included, make a copy for each student.)

SUPPLEMENTARY:

J.B. Richmond, et al, You and Your Health: 2, (Glenview, Illinois: Scott, Foresman and Company, 1981.) pp. 88-91, 98-103, and 106.
Filmstrip Series: Guidance Associates, Feeling Good: Beginning Skills for Health.
Filmstrip: "Good Habits."

PROCEDURE:

Explain to the students that if they are to grow up to be their best physically, socially, and emotionally, they need to have good health habits that contribute to growth.

Hand out the assessment ditto. Read each health habit and have students check the appropriate box for how often they do each habit. If they have any checks in the "never" box, they need to improve on that habit in order to reach their best growth as an individual. If they have more than five checks in the "sometimes" box, they need to improve their health habits.

EVALUATION:

Successful completion of the health habit assessment.

ENRICHMENT/REINFORCEMENT:

Have students read the textbook material to reinforce why health habits are important to growth.

Show the filmstrip "Good Habits" or any other appropriate health habits filmstrip in your media center.

Objective 2 - 1.2.4

HEALTH HABITS

		Daily	Sometimes	Never
1.	get a good night's sleep			
2.	use good posture			
3.	take a bath or shower			
4.	exercise			
5.	eat vegetables			
6.	obey safety rules			
7.	have dental check-up			
8.	eat a good breakfast			
9.	get immunizations			
10.	visit doctor for examination			
11.	use good light to read			
12.	wear protective clothing			
13.	play and relax			
14.	brush your teeth			

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-1.2	Growth and development varies with the individual.	2 - 3 Weeks	Health Test	Richmond, (2, 1981), pp. 8, 10-15, 16-29, 78, 88-89. Richmond, (2, 1977), pp. 8, 10-14, 15-29, 78, 88-89. Barufaldi, (2, 1981), pp. 44, 54-57.	TEXTBOOKS Richmond, (2, 1971), pp. 38-39, 80, 139-150, 152-155. PAMPHLETS How I Grow, Dairy and Food Nutrition Council.** My Growth Record, Dairy and Food Nutrition Council.** TRANSPARENCIES 3M Company, School Health Education Study, Concept I, Level I.+ TEACHING PICTURES The Child's World Publishers, Moods and Emotions, Understanding My Needs.**+ David C. Cook, Social Development.+ KITS Troll Associates, I Can Read About Good Manners.+

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-1.2	Growth and development varies with the individual.	2 - 3 Weeks	Health Test		FILMSTRIPS Guidance Associates, Feeling Good: Beginning Skills for Health, "Good Habits."+ FILMS Most Important Person Series: Getting Along With Others.* Feelings: Don't Stay Mad.* Your Self Image.* It Was My Fault.* Feelings: What are You Afraid of?* Everybody's Different.*

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GRADE LEVEL: Second

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
2 - 2.1 Family members contribute to the health of each other.	The student will demonstrate knowledge of the ways family members contribute to the health of each other by identifying: 2 - 2.1.1 how the family provides for physical needs; 2 - 2.1.2 how the family meets the needs for love and security; 2 - 2.1.3 how family members help each other learn; 2 - 2.1.4 how family members share responsibility; and 2 - 2.1.5 the responsibility each person has for his/her actions toward others.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Physical Needs	2.C.1	30 minutes

OBJECTIVE 2 - 2.1.1 Identify how the family provides for physical needs.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 6, Level II-A, "Transparency A." (master included)

PROCEDURE:

Show transparency "Providing Needs" and use the following questions to stimulate discussion.

Do all families need food?
Do your parents know what food to buy?
Do you ever help with the shopping?
Do your parents help you when they choose the right things to eat?
What if they let you eat ice cream right before dinner, would that be helping you?
Does everyone need a home?
Is a trailer house a home?
What other things do families need?
Why do we need clothing?
What do you wear on a rainy day? A cold day? A hot day?
When you are ill, what do your parents do?
When did you go to the doctor last?
Do you ever go to the doctor when you are not sick?
How often do you go to the dentist?
What things might everyone in the family want but may not really need?
Why do families need to make choices about the things they want to buy?
If you wanted a new bicycle and your parents bought a new refrigerator instead, what would you do?
Do parents who make a lot of money love you more?

EVALUATION:

Have students classify the following items as wants or needs.

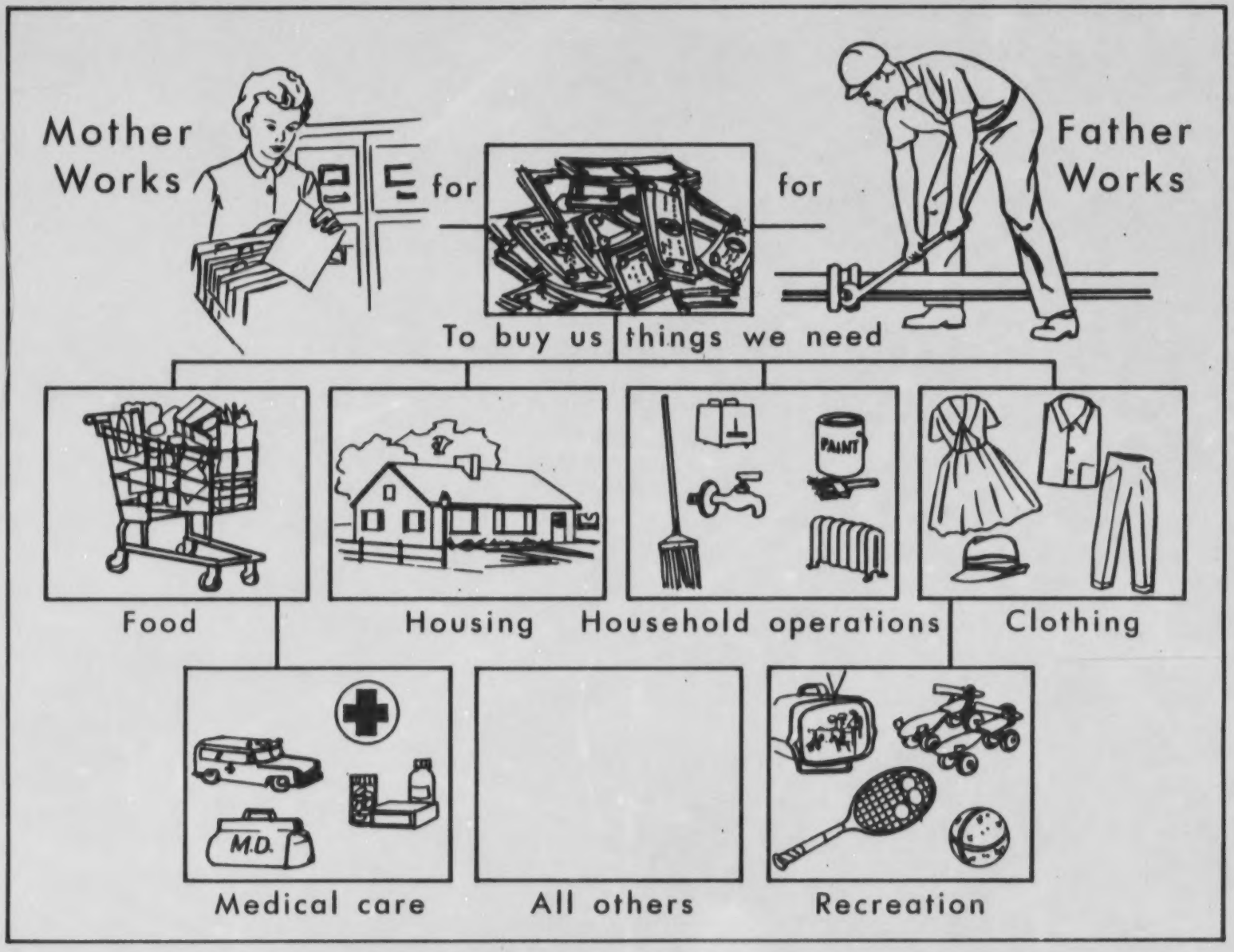
	Wants	Needs
breakfast		
bed		
candy		
jacket		
movie		
water		

OBJECTIVE 2 - 2.1.1

Wants	Needs
toothbrush	
shoes	
toy	
records	

ENRICHMENT/REINFORCEMENT:

Have students begin a family album. Students could bring a picture of themselves as babies and other pictures depicting their family life. Those not able to bring pictures may draw pictures depicting their family. Have students include a page in their album of a way their family met a physical need.



Objective 2 - 2.1.1 Transparency A

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Love and Security	2.C.2	30 minutes

OBJECTIVE 2 - 2.1.2 Identify how the family meets the needs for love and security.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 6, Levels I-B and II-A. "Transparencies B, C, D, E, and F." (master included)

PROCEDURE:

Background Information - It is important to all of us to feel someone cares about our happiness. Parents contribute to the need for love and security by showing affection, by being interested in our feelings, by taking pride in our accomplishments, and in many other caring ways. In the close day to day interactions, there are many opportunities for conflict, and it is through this conflict that we learn to be sensitive to others' feelings and accept each other as individuals. The family not only knows us best, but loves and accepts us regardless of our faults.

Ask students to close their eyes and think of someone they like very much. Ask if that person was a member of their family. If yes, have several mention what they were doing.

Show and discuss each transparency.

Transparency B - "Love and Security"
Ask the students to name ways parents show they care about their children.

Transparency C - "Showing Your Love"
What are some ways parents show their love other than kissing and hugging?

Transparency D - "Pride"
Did you ever do something that made your parents very proud?

Transparency E - "Caring"
How do your parents feel when you are sick?
How do they feel when you are sad?

OBJECTIVE 2 - 2.1.2

Transparency F - "Conflict"
Who in the world knows the most about you?
How do you act with your family?
Do you act the same with peple you don't know very well?
Sometimes when you stay over at a friend's house, do you do anything differently than you do at home? Why not?
Do you ever disagree with someone in your family?
Does it change your love for that person?
Is having a disagreement always bad?
When you disagree with a brother or sister at home, how do you end the disagreement? Is it all right to cry?

EVALUATION:

Have students finish the sentence with one way they have learned families meet our needs for love and security.
"Love is....."

ENRICHMENT/REINFORCEMENT:

Have students complete another page of their family album with a picture of a way family members show love.

Students might want to make a small gift to thank their family for the way they meet their needs for love and security. A thank you note could also be written to family members instead of a gift.

Love and Security

Care and Protection

I Love My Parents Because...

Mother fixes
good things
to eat...

My dad takes
me fishing...

Children Make Parents Very Happy

Objective 2 - 2.1.2 Transparency D

I Love My Parents Because...

They make me feel better...

They help me...

They understand me ...

Rudeness

Selfishness

Crying Easily

Fighting

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Learning	2.C.8	30 minutes

OBJECTIVE 2 - 2.1.3 Identify how family members help each other learn.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 6, Levels I-B and II-A. Transparencies "G, H, and I." (master provided)

PROCEDURE:

Show and discuss each transparency.

Transparency G - "Special Activities"

What special things do you do in your family that are different from other families?
What things has your family taught you that are important rules to live by?

Transparency H - "Responsible Actions"
What responsible actions are the families learning from each other?

Transparency I - "Helping Others"
How might the big brother be helping the little one?

EVALUATION:

Have students give orally or write an example of a rule their parents have taught them to live by. Example: Always be honest, say, "Thank you" when someone does something for you, always say, "Please pass" when asking for something at the table.

ENRICHMENT/REINFORCEMENT:

Have students volunteer to act out the role of father and mother, teaching them about what to do in the following situations.
You only have one apple and you have two friends.
You want to leave the table before everyone is finished.
You have been given a present by a friend.
Your younger brother hit you on the arm.
You accidentally make a mess on the floor.
Someone is talking and you want to speak.

Have students draw a picture of something their family likes to do together and add it to their family album.

Thoughtfulness & Courtesy

Sharing

Self-control

Self- reliance

Helping Others

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Learning	2.C.1	30 minutes

OBJECTIVE 2 - 2.1.3 Identify how family members help each other learn.

INSTRUCTIONAL MATERIALS:

None

PROCEDURE:

Form a discussion circle and discuss the following questions.
Have you ever helped another family member learn a new skill?
Do people help you learn if they do the work for you?
Do you have to practice and keep trying to learn something new?
Have you learned to do something new this week?
Who helped you?
Do you think you will continue to learn from your family as you grow older? How?
If you have brothers and sisters, can you help them learn to do new things? What?
Do children teach adults in the family new skills? What?

EVALUATION:

Have students classify things their family may teach them into things they can do now and when they are older.

Examples:	Now	When they are older
	Ride a bike	Drive

OBJECTIVE 2 - 2.1.3

ENRICHMENT/REINFORCEMENT:

Illustrate parental methods of teaching such as explaining, showing, and setting examples, by asking volunteers to perform the following teaching assignments.

Explain how to brush your teeth.

Show how to make a sandwich.

Set an example of being courteous when you ask for something you want.

Invite parents who have special skills to give a short teaching demonstration to the class.

Have students draw a picture of something their parents have taught them how to do and add it to their family album.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Responsibility	2.C.1	30 minutes

OBJECTIVE 2 - 2.1.4 Identify how family members share responsibilities.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 6, Level I-B
Transparency "J." (master included)

PROCEDURE:

Show transparency J and ask the following questions to stimulate discussion.
Do you have a pet?
Are you responsible for taking care of it?
What other responsibilities do you have at home?
What jobs do your parents do?
Why do family members share work around the house?

Ask students to raise their hands as you call out the following jobs, if they like to do them.

mow the yard	water the plants
wash the dishes	get something from the store
feed the pets	wash the windows
walk the dog	sweep the floor
pull the weeds	make the bed
wash the car	vacuum the rug
get dressed	dust the furniture
pick up the toys	help their younger brother or sister

Have students make a contract to do a job every day for a week for his/her family. List on the contract the name of the student and job to be done and five columns for Monday through Friday. Ask the student to mark each day that the job is completed.

EVALUATION:

Have students classify jobs discussed in the lesson into the following categories:

adults	or	children
daily	or	weekly
easy	or	hard

OBJECTIVE 2 - 2.1.4

ENRICHMENT/REINFORCEMENT:

Have students report on the success of their job contract at home. What happened when the job was not done? Have them add the contract to their family album.

Allow students to work in partners cutting pictures out of magazines and making posters showing "Family Responsibilities."

Pets Have to Have Special Care

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Actions	2.C.2	Four 30-minute periods

OBJECTIVE 2 - 2.1.5 Identify the responsibility each person has for his/her actions toward others.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Learning Tree, Being Courteous: Being Considerate
Filmstrips: "Simon, Mary, and the Wolf"
"The Mad Hatter's Having a Party"
"Simon Says, "Please Come to my House"
"Courtesy is Contagious"
Evaluation Test (master provided)

PROCEDURE:

Show a filmstrip each day for four consecutive days. Use questions in the teacher's guide from the filmstrip series to stimulate discussion.

EVALUATION:

Give students the evaluation test. You may want to make a ditto, put it on a transparency, or write it on the board.

Answer Key:
1. fluglehorn
2. George
3. thank you
4. manners
5. The way we want them to treat us
6. flay, slacks
7. He took care of his room.
8. their rules

ENRICHMENT/REINFORCEMENT:

Role play lesson. Pass out role play cards to small groups and have them act out the situation.

Four children are playing and begin disagreeing. Two start getting angry. The other two show a courteous way of settling the situation. Act out both situations. Which is the best way?

You are having a party. One friend you invited is not acting like he/she should. Show how you can help him/her understand party manners.

Objective 2 - 2.1.5

You invite a friend to spend the night and he/she does not use good manners. What will you do?

Show a classroom situation in which some students behave and others do not. Which group is helping? How? Which way would you act?

You have a courteous overnight guest. How does he/she act and how do you feel now?

Set up a party situation. How would the guest of honor show appreciation to the guests?

Allow the class to match role-play activity with the appropriate role-play card.

Have students draw a picture showing courtesy toward others. (Examples: saying "excuse me," or "thank you," opening the door for someone, standing in line without breaking, being quiet when someone is sick, etc.) Have students add it to their family album. Let students complete their album by writing a "Thank You" note to their parents for all their help. Have students take the album home and share it with their parents.

OBJECTIVE 2 - 2.1.5

EVALUATION TEST

1. What is the magic word to get in the Land of the Golden Rule?

   ___fluglehorn ___Madhatter ___Simple Simon

2. What was the boy's name in the stories?

   __Billy ___George ___Bobby

3. What is a nice word to remember at a party?

   __no ___gold ___thank you

4. We want to remember to always use our good_____.

   ___manners ___looks ___books

5. We want to treat others_____.

   ____in a mean way

   ____in a silly way

   ____the way we want them to treat us

6. What are the magic words to get out of the Land of the Golden Rule?

   ____Peter Piper ____flay, slacks and thumbtacks

   ____Red Riding Hood

7. Why did Simon feel George had good manners?

   ___He took care of his room

   ___ He ran away

   ____ He said poems

8. When we visit someone's home, we follow_____.

   ___our rules ___their rules ___my rules

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-2.1	Family members contribute to the health of each other.	2 - 3 Weeks	Health Test	Richmond, (2, 1981), pp. 138, 161. Richmond, (2, 1977), pp. 138, 161. Barufaldi, (2, 1981), pp. 56.	TEXTBOOKS Richmond, (2, 1971), pp.156-161. KITS Field Educations, Inc., Schools, Families, Neighborhoods.+ Troll Associates, I Can Read About Good Manners.+ FILMSTRIPS ACI Media, Inc., Caring Series, "About My Parents."+ Walt Disney Educational Media Co. Careful with Strangers, "Shortcut to Trouble."+ Learning Tree Filmstrips, Being Courteous, Being Considerate.+ FILMS Living and Growing.*

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-2.1	Family members contribute to the health of each other.	2 - 3 weeks	Health Test		FILMS (continued) Consumer Education Series,* "Health." "Consumer Homemaking." Most Important Person Series: Identity* The Lemonade Stand: What's Fair?*

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GRADE LEVEL: Second

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
2 - 2.2 Different foods are necessary to supply different body needs.	Given proper materials and discussion, the student will demonstrate knowledge of foods which supply body needs by: 2 - 2.2.1 classifying foods in the environment; and 2 - 2.2.2 identifying balanced menus.

LESSON PLANS

CONCEPT/SKILL Food Classification	TEST IMS 2.C.1	ESTIMATED TIME Six-30 minute periods

OBJECTIVE 2 - 2.2.1 Classify foods in the environment.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Big Ideas-Balanced Meals
Teacher's Guide
Class Record Sheet
Food Group Study Prints
Food Pictures
Classification Pretests and Posttests
Parents Leaflets
Student Booklet - "My Food Booklet"
Response Card Sets

NOTE TO TEACHER: The Dairy Council Kit can be obtained only by attending a nutrition workshop in the fall. If you do not have this kit, use other material available in the Health Education files in your media center.

PROCEDURE:

Administer pretest to assess students' understanding of food groups. Follow directions in teacher's guide for lessons two through five on classification of food groups.

EVALUATION:

Administer "Classification Posttests." The answer key is on page 13 of the Teacher's Guide.

ENRICHMENT/REINFORCEMENT:

Have the students play the "Food Pictures" game described on page 14 of the Teacher's Guide.

Divide the class into four groups and assign each group one of the food groups. Have them cut out, from magazines, pictures of food in their food group to make a poster collage.

Have students classify the school lunch menu into food groups.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Balanced Meals	2.C.2	Four 30-minute periods

OBJECTIVE 2 - 2.2.2 Identify balanced menus.

INSTRUCTIONAL MATERIALS:

Kit: Dairy and Food Nutrition Council, Big Ideas- Balanced Meals
- Teacher's Guide
- Record Sheet
- Response Card Sets
- Meal Study Prints
- Student Booklet "My Food Booklet"
- Class Record Sheet
- Food Pictures
- Balanced Meals Pretests and Posttests

PROCEDURE:

Follow directions in Teacher's Guide for lessons 7 through 9 on identifying balanced menus.

EVALUATION:

Administer "Balanced Menu Posttest." The answer key is on page 21 of the Teacher's Guide.

ENRICHMENT/REINFORCEMENT:

Have students draw a balanced meal on a paper plate. Have them exchange plates and check to see if the meal is balanced. Ask the students to draw in any food group left out.

Have students plan a balanced menu for a special day. (Examples: Halloween, Thanksgiving, birthday, Christmas, New Year's, Valentine's Day, St. Patrick's Day, Easter, Mother's Day, Father's Day)

Plan a menu for the school lunchroom in cooperation with the cafeteria manager.

Invite the cafeteria manager to speak to the students and explain the school lunch guidelines for balanced meals.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-2.2	Different foods are necessary to supply different body needs.	2 - 3 Weeks	Health Test	Richmond, (2, 1981), pp. 79-87. Richmond, (2, 1977), pp. 79-87. Barufaldi, (2, 1981), pp. 41-45, 53, 61-63.	TEXTBOOKS Richmond, (2, 1971), pp. 98-112. PAMPHLETS Sing a Song of Food, Florida State Board of Health.** Why Do You Need Vitamin C? Florida Citrus Commission.** Everyday Eat the 1-2-3-4 Way, Dairy and Food Nutrition Council.** Let's Make Butter, Dairy and Food Nutrition** ACTIVITY SHEETS Word Picture Story of Florida Citrus, Division of Health.**

*Duval County School Board Film Library
**School Media Center
+Health Education Supervisor

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-2.2	Different foods are necessary to supply different body needs.	2 - 3 Weeks	Health Test		TRANSPARENCIES 3M Company, School Health Education Study, Concept I, Level II.+ 3M Company School Health Education Study, Concept 10, Level I.+ KITS Dairy and Food Nutrition Council, Big Ideas----Balanced Meals. FILMS Eat for Health* Eat Well, Grow Well.* Health - Food and Nutrition.* Eating Feel Good Movie.*

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GRADE LEVEL: Second

THEME: Physical, Mental, and Social Health

PRIMARY IDEA: 2.0 Development in individuals may be altered by factors in the environment.

SECONDARY IDEAS	OBJECTIVES
2 - 2.3 Mood and behavior may be changed in various ways.	The student will demonstrate knowledge of ways mood and behavior may be changed by identifying: 2 - 2.3.1 mood modifying substances used by many individuals in society; 2 - 2.3.2 ways in which mood modifying substances used in homes affect our health; and 2 - 2.3.3 habits individuals are responsible for choosing which positively affect their health.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Mood Modifiers	2.V.1, 2.C.8	30 minutes

OBJECTIVE 2 - 2.3.1 Identify mood modifying substances commonly used by many individuals in society.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 9, Level I-A.
Transparencies: "A, B, C, D, E, F, and G." (Masters included, colored set available in your media center)
Oaktag chart for vocabulary words
Magazines

PROCEDURE:

Show transparencies and use suggested questions to stimulate discussion.

Transparency A - "Running Away"
What is happening? What will the girl do now? Why is she running? Discuss her feelings and possible alternatives.

Transparency B - "Choosing"
How do the boys who were chosen feel? How do the others feel? What can they do about such feelings?

Transparency C - Changing Moods"
What activities are these children doing to change their mood? What other activities could you do?

Transparency D - "Gum"
How does gum make you feel? What choices do you have with gum? Is one kind better for you?

Transparency E - "Candy"
Does candy make you feel different? What happens if you eat too much candy? What candy do you choose? If you choose to eat candy, when should it be eaten?

Transparency F - "Soft Drinks"
Do you ever have soft drinks? When do soft drinks make you feel better? What kind of drinks are best for your body?

Transparency G- "Sweet Drinks"
What feelings do cold drinks give you? Do you make cold drinks? (Such as lemonade, kool aid, etc.) Which drinks are best for your body?

OBJECTIVE 2 - 2.3.1

EVALUATION:

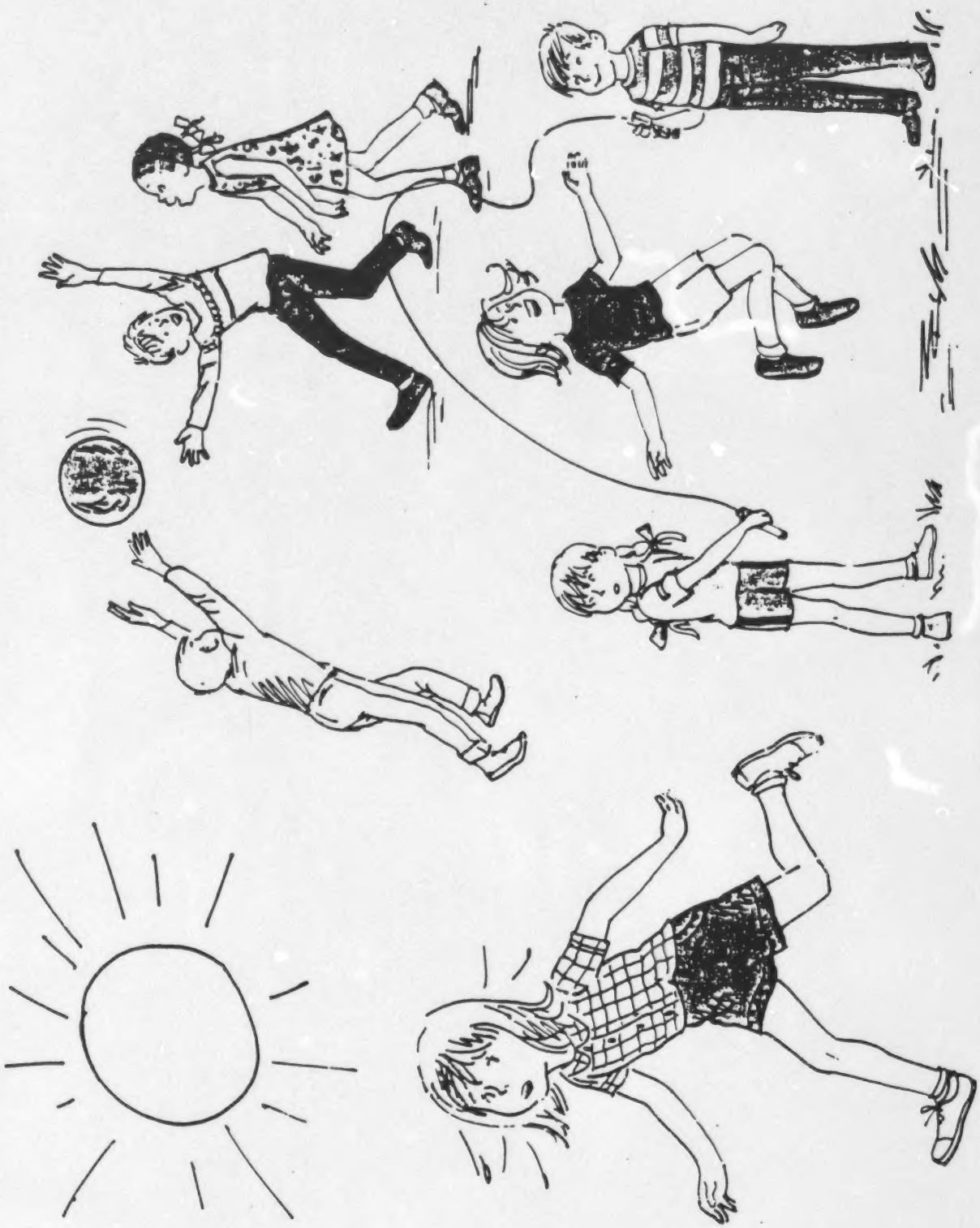
Have students draw a picture of an activity that can be done to change a person's mood.

ENRICHMENT/REINFORCEMENT:

Begin developing a list of vocabulary words and put them on an oaktag chart. As you teach each activity, continue to add new words.

Look in magazines to find pictures of people and ways they are changing their mood.

Begin a "Learning About Drugs" booklet. This will be an on-going activity throughout the unit. Have students keep all written work in it including vocabulary words and pictures they have drawn or cut out from magazines.



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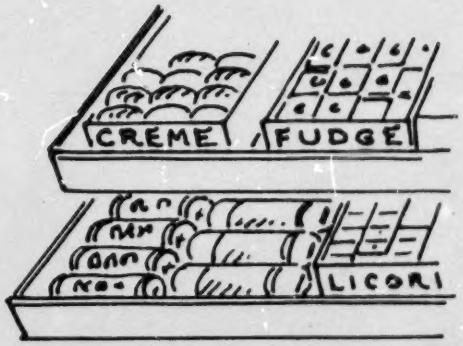
"Please, may I have some gum?"

111



"Grandmother made this candy..."

112

"Dad, may I have some?"

115

116

Objective 2 - 2.3.1 Transparency G

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Mood Modifiers	2.V.1, 2.V.3, 2.C.7	30 minutes

OBJECTIVE 2 - 2.3.1 Identify mood modifying substances commonly used by many individuals in society.

INSTRUCTIONAL MATERIALS:

3M Company, School Health Education Study, Concept 9, Level I-A. Transparencies: "H, I, J, K, L, and M.") (Masters included, colored set available in your media center.)
Oaktag chart for vocabulary words
Magazines

PROCEDURE:

Show each transparency and use suggested questions to stimulate discussion.

Transparency H - "Aspirin"
Have you ever taken an aspirin? Why did you take the aspirin? How did it change your feelings? When should you take medicine?

Transparency I - "Cough Medicine"
Have you ever taken cough medicine? Why? How did you feel after taking the cough medicine? Aspirin and some cough medicines are called "over-the-counter" drugs. What does that mean? Can you name some other "over-the-counter" drugs?

Transparencies J, K - "Smoking"
What items do people smoke? Who smokes? Why do people smoke? Do you think it is good for your body?

Transparency L - "Coffee and Tea"
Who drinks coffee and tea? When do you see adults drinking a substance such as coffee and tea? How do you think it makes them feel?

Transparency M - "Other Adult Drinks"
What substance are these people drinking? On what occasions do some people drink beverages containing alcohol? Do all adults drink? Why do some people drink beverages containing alcohol? Do you think these kinds of beverages are good for the body? What beverages do you think are best for adults? Why?

OBJECTIVE 2 - 2.3.1

EVALUATION:

Have students list three substances people use to change the way they feel.

ENRICHMENT/REINFORCEMENT:

Add new words to your vocabulary list. Make sure you have included mood, substance, and feeling on your list.

Review the vocabulary on the following list and match the synonyms. The list may be put on a transparency, ditto master, or the chalkboard.

Match the synonyms

Samples:

angry	glad
happy	mad
silly	foolish
frightened	sad
unhappy	scared
chilly	ill
sick	cold
healthy	bad
mean	well
kids	pattern
habit	children

OBJECTIVE 2 - 2.3.1

Explain to students that some people take drugs to change their mood when they are lonely. Have students name things a person could do to keep from being lonely. (Example: Join a club, visit a sick friend, take up a hobby, play on a team, etc.)

Have students draw pictures of Fun Things To Do that people who prefer not to drink alcohol or take drugs can do. (Example: Go to a circus, museum, library, etc.)

Make additions to the "Learning About Drugs" booklet.

"...headache...fever..."
MD
"...aspirin..."
ASPIRIN

122

123

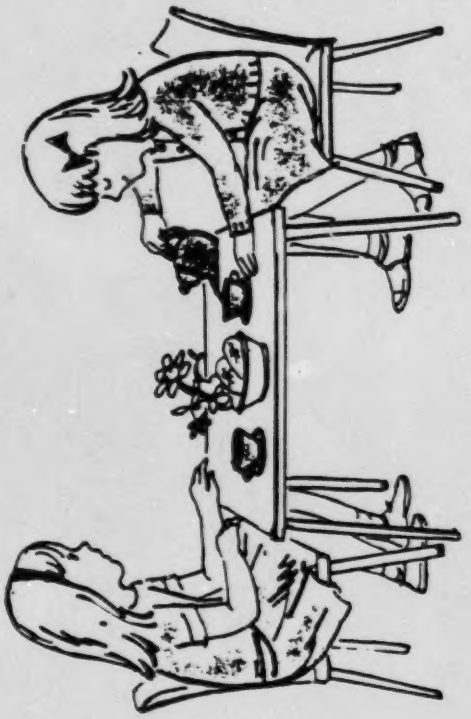
Objective 2 - 2 2.3.1 Transparency I

FILTERS
SMOKING
May be hazardous
to your HEAL

126

127

Objective 2 - 2.3.1 Transparency L



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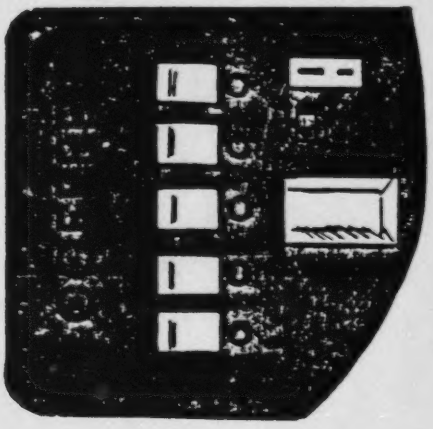

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Mood modifiers/Effects	2.V.1, 2.C.7	Two 30-minute periods

OBJECTIVE 2 - 2.3.2 Identify ways in which mood modifying substances used in homes affect our health.

INSTRUCTIONAL MATERIALS:

Filmstrip Series: Marsh Films, Drug Education Series
Filmstrip: "Squeeqie Learns About Drugs."
Oaktag chart for vocabulary words

SUPPLEMENTARY:

U.S. Department of Justice, Drug Enforcement Agency, Katy's Coloring Book About Drugs & Health. (available in your media center)

PROCEDURE:

Ask students to name any medicines they know of that are in their home. Where are they kept? If the response is up high on a shelf or in the medicine cabinet, ask students why they think their parents keep them there. Ask if they have ever taken something away from a brother or sister that might have harmed them if they had eaten it.

Introduce the filmstrip by saying: "We are going to learn about drugs and medicines that are found in some homes which could be dangerous to your health.

Show the filmstrip and use suggested questions to stimulate discussion.
What did you learn about drugs?
When should you take drugs?
Should you ever take anyone else's drugs?
What happened when the children took someone else's medicine?
What should we read or have our parents read on items around our house? (labels)
What will you do to help others be aware of the dangers of drugs?

EVALUATION:

Have students name an example of a drug or medicine in their house that can be dangerous.

OBJECTIVE 2 - 2.3.2

ENRICHMENT/REINFORCEMENT:

Add new words to your vocabulary list.

Have students cut out advertisements in magazines of drugs found in homes. Discuss what effects certain medicines have. Make inferences and predict outcomes of what could happen if you take them without your parents or a doctor giving them to you.

Make additions to the "Learning About Drugs" booklet.

Select appropriate pages from Katy's Coloring Book About Drugs and Health for coloring and discussion.

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Good Habits	2.C.1, 2.C.7	30 minutes

OBJECTIVE 2 - 2.3.3 Identify habits individuals are responsible for choosing which positively affect their health.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, My Health. (available in your media center)
Spirit master 5: "Parent Letter" (Master included, make a copy for each student.)
Oaktag chart to write student responses and vocabulary

PROCEDURE:

Discuss with students things people do or use to change their moods. List on an oaktag chart their responses. Examples:

candy	exercise	movies
gum	medicine	coffee
cokes	music	singing
talking	food	cigarettes

Explain to the students that when a person does or uses something over and over again it becomes a habit. Some habits are good for you and some are not. Go over the list of things the students named and have them decide if it would be a good or a bad thing to do or use over and over again.

Write two column headings on the board: Things to Do and Things to Eat. Have the students use these two categories to classify the responses recorded on the oaktag chart.

EVALUATION:

Have students write or draw a picture of a good habit and a bad habit.

ENRICHMENT/REINFORCEMENT:

Have each student take home the "Parent Letter."

Have students volunteer to give an example of something they do to change their mood when they feel bad. Is what they did a good thing to do over and over again?

Have students orally list all the people it helps when you have a good habit.

OBJECTIVE 2 - 2.3.3

Put the following scrambled words on the board. Have students use the decoder to find out the following things people do who feel good about themselves instead of taking drugs and alcohol.

KFOSEHY VLFFM

KFOSEHY MLQQAL

VLOREHY

KANNEHY VLY

MEHYEHY

BAFKEHY WLEAHVM

Decoder -

A = O	E = A	I = E	M - G	Q = Z	U = J
B - T	F = W	J = C	N - H	R = L	V = P
C = Q	G = Y	K = D	O = I	S = M	W = R
D - V	H = B	L = F	P = K	T = N	X = U
					Y = S
					Z = X

Dear Parents:

The class is becoming aware of good health habits and how to form them through a teaching unit furnished by the American Cancer Society.

Your child will be attempting to choose and form a new good health habit. Some of our discussion will center on the value of not smoking.

We hope you will encourage your son or daughter to share the experience with you.

Our goal is to help your child become more responsible for his or her own habits leading to good health.

Cordially,

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
-Choosing Habits	2.C.8	30 minutes

OBJECTIVE 2 - 2.3.3 Identify habits individuals are responsible for choosing which positively affect their health.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, My Health. (available in your media center)
Spirit Master 1: "Healthman comic Strip" (Master included, make a copy for each student.)
Evaluation ditto: "Futuramicoscoscope" (Master included, make a copy for each student.)

PROCEDURE:

Distribute "Healthman comic Strip."
Read and discuss the following questions:
What is a habit?
How do habits help Healthman?
How do habits help us?
Can we predict as Healthwoman did in her "Futuramicoscoscope" what our habits will do for us in the future?

EVALUATION:

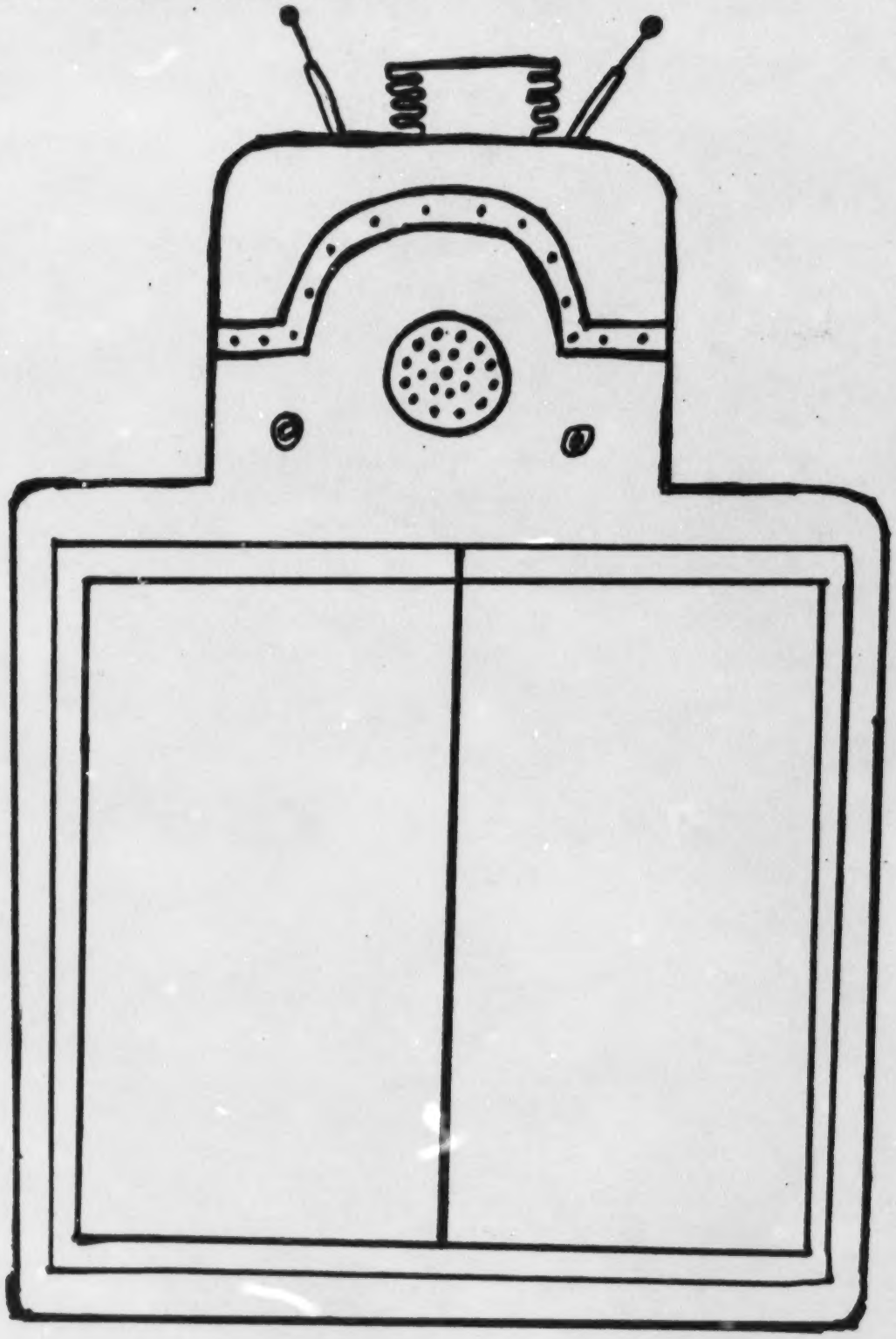
Put the following list of habits on the chalkboard and have students choose one habit and predict what it will do. Give each student a copy of the "Futuramicoscoscope". Have them draw a picture on the left side of what will happen if you do the habit and on the right side what will happen if you don't.

Exercise	Fresh Air	Wash
Good Diet	Rest	Brush Teeth

ENRICHMENT/REINFORCEMENT:

Allow students to cut the comic strip and arrange it in proper order. Have them take it home and share it with their parents.

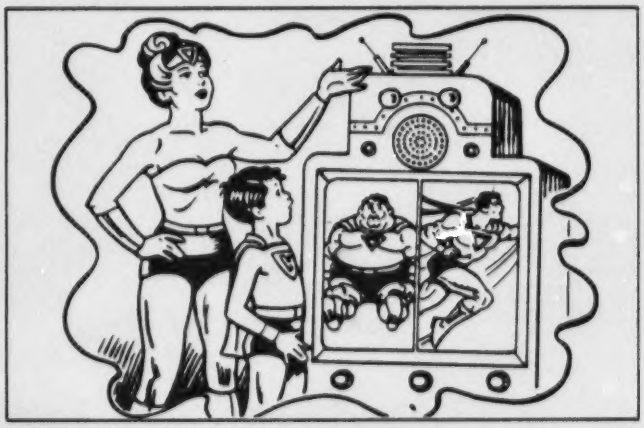
Have students draw a comic strip story of their own about Healthman/Healthwoman.



"Look up in the air! It's a rocket ship, it's a satellite, IT'S HEALTHMAN!"
From high above the city Healthman appears. He is strong and healthy and an enemy to germs, junk food, and cigarettes.

Healthman is greeted by his friends, the children, and sits down to rest because rest is good for him after working and exercising hard.

Healthman gets his super strength from his good habits. He says YES to good food and NO to things that are bad for his health.



Healthman tells the kids about when he was a boy and his grandma, Healthwoman's "Futuramicoscoscope" showed him what good and bad habits could do to him in the future.

Then as Healthman flies off he shows his young friends his favorite health habits that keep him healthy and strong.

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Choosing Habits	2.C.2, 2.C.1	Two 30-minute periods

OBJECTIVE 2 - 2.3.3 Identify habits that individuals are responsible for choosing which positively affect their health.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, My Health. (available in your media center)
Filmstrip/Cassette: "Healthman."
Song: "Healthman" (words provided)
Poster: "Healthman"

PROCEDURE:

Display the Healthman poster and discuss what makes him healthy.

Show the filmstrip, then review the Healthman song. Words to the song are provided. You may want to read the words and have student chant "Healthman, Healthman" at the appropriate time.

EVALUATION:

Put the following paragraph on the chalkboard and read it to the students. Have them copy and fill in the blanks with a picture.

Healthman's _____ are strong and sturdy. He always washes his _____ when they are dirty. Healthman is not afraid to _____. His _____ are bright and gleaming.

ENRICHMENT/REINFORCEMENT:

Make two columns on the chalkboard, Yes - Yeses and No - Nos.

Start the students brainstorming by suggesting one of the habits from the following list. As the students brainstorm, record their responses under the appropriate column.

Yes - Yeses	No - Nos
brush teeth	dirty nails
wash hands	fingers in mouth
eat fruit	drink cokes
listen to music	smoke
talk to a friend	take medicine that belongs to someone else

Continue to add new words to your vocabulary list.

OBJECTIVE 2 - 2.3.3

Words to Healthman Song

Whose legs are strong and sturdy?
Healthman, Healthman.
Whose hands get washed when they're dirty?
Healthman, Healthman.
Who's on the slim not stout side?
Healthman, Healthman.
Who's always playing outside?
Healthman, Healthman.
Whose enemies run like rabbits
Because of such healthy habits?
For the no-nos he says "No" to
The biggest prize should go to
Healthman.

Who can growl and roar like a lion?
Healthman, Healthman.
Who's not afraid of cryin'?
Healthman, Healthman.
Who's not afraid of revealin'
All of the things he's feelin'?
When there's a strong reaction
Whose brain goes into action?
Healthman!

Whose teeth are bright and gleaming?
Healthman, Healthman.
Whose face is clean and beaming?
Healthman, Healthman.
Whose heart is strong and steady
Whose muscles are always ready?
For the good things he says, "Yes," to
We don't have to guess who.
It's Healthman! Healthman! Healthman!

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Choosing Habits	2.C.6	30 minutes

OBJECTIVE 2 - 2.3.3 Identify habits individuals are responsibile for choosing which positively affect their health.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, My Health. (available in your media center)
Spirit Master 2: "My New Health Record" (Master included, make a copy for each student.)
Spirit Master 4: "Healthmeal Placement" (Master included, make a copy for each student.)

PROCEDURE:

Distribute "My New Health Record" and discuss possibilities of a new habit such as: not biting nails, brushing teeth regularly, etc. Have each student decide on a new health habit or one they wish to improve. Allow time for them to fill in the health record sheet.

EVALUATION:

Successful completion of "My New Health Record."

ENRICHMENT/REINFORCEMENT:

Allow students a few minutes each day for a week to share as a group or in partners how well they are doing at developing their new health habit.

Add new words to your vocabulary list.

Allow students to make recipes for health living by using 3" x 5" recipe cards. Ingredients might be sleep, exercise, food from all four food groups, etc.

Distribute "Healthman Placemat." Review the four food groups. Allow students to keep the placemats near them at Tunchtime in order to make sure they eat a balanced meal. Have students take the placemat home to share with their parents. They might want to use it as a placemat for the evening meals.

Upon completion of "My New Health Record," have students add it to their "Learning About Drugs" booklet.

THIS WEEK'S RECORD OF MY NEW HEALTH HABIT

My name is _____

The new health habit I am choosing is _____

_____

The day I am starting my new health habit is _____

	Check one			Number of times done	Number of times should be done
	Oops, forgot	Keep at it	Doing well		
Saturday					
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

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HEALTHMAN'S HEALTH MEAL PLACEMAT

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2310.05L My Health - Master 4

LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Good Habits	2.C.9	30 minutes

OBJECTIVE 2 - 2.3.3 Identify habits individuals are responsible for choosing which positively affect their health.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, My Health. (available in your media center)
Spirit Master 3: "Health Lung - Smoke Lung" (Master included, make a copy for each student.)

SUPPLEMENTARY MATERIAL:

Films: The Huffless Puffless Dragon and Octopuff in Kumquat, (Duval County School Board Film Library)

PROCEDURE:

Explain to the students that you know they are too young to have a "smoking problem," but no doubt, they have seen adults and some young people smoking. Explain also that now is a good time to think about the choices they will make when they are older. Why might smoking not be good for you?

Harmful to the lungs
Irritates the eyes, nose, and throat
Causes a chronic cough
Increases the heart beat

Give students a copy of "Heart Lung - Smoke Lung." Discuss the words and what is happening to each lung. Help the students fill in the words to complete the lung puzzle. Evaluate what is happening to each lung and why.

EVALUATION:

Have students compare a "Health Lung" to a "Smoke Lung" by listing two ways they are different.

ENRICHMENT/REINFORCEMENT:

Show the films The Huffless Puffless Dragon and Octopuff in Kumquat to further illustrate the effects of cigarette smoking on health.

Have students add "Health Lung - Smoke Lung" to their "Learning About Drugs" booklet.

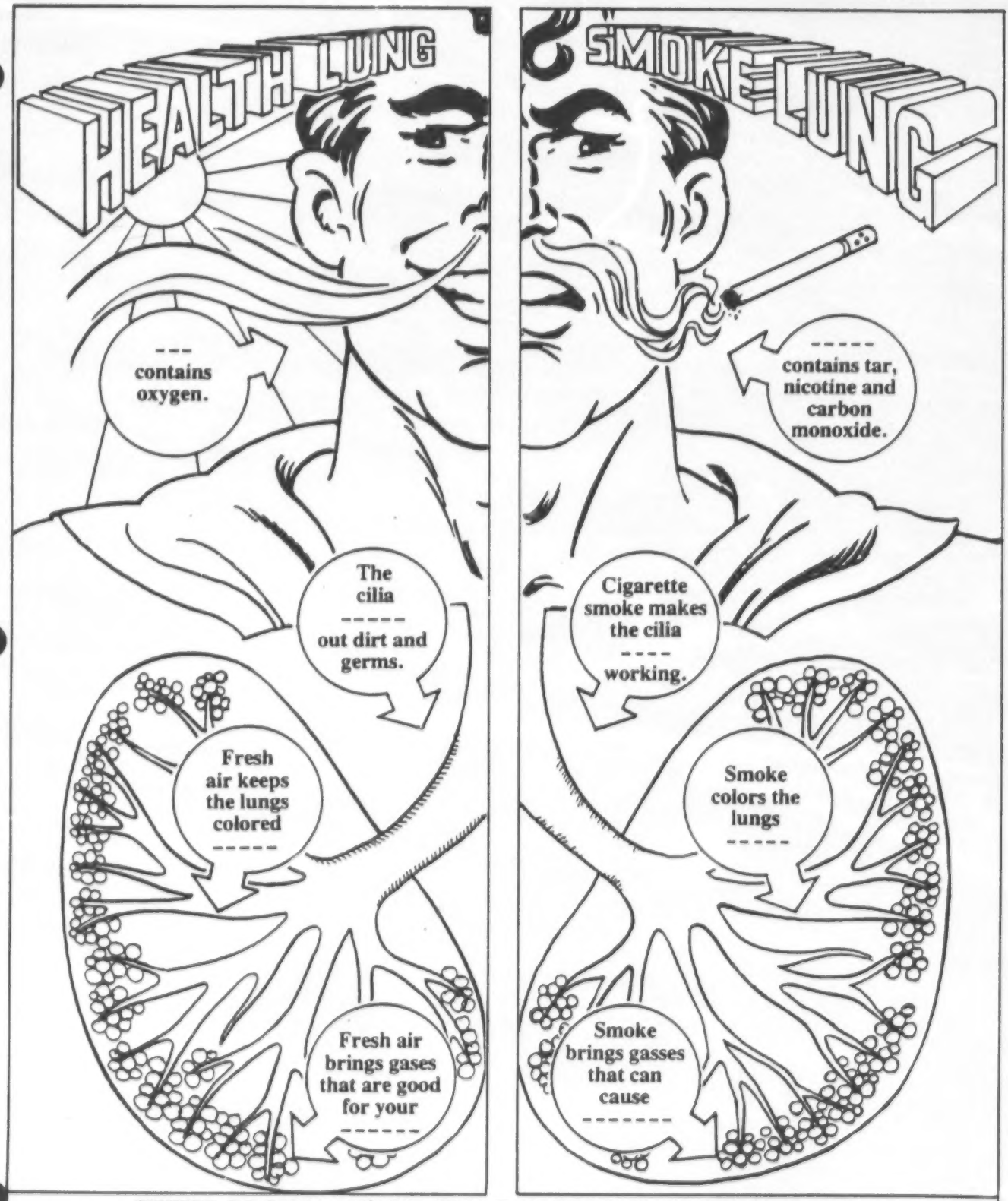
OBJECTIVE 2 - 2.3.3

Perform the following experiment with the students:

Equipment:
plastic soap container, or
other empty plastic container,
transparent if possible.
ball point pen barrel or
other tubing approximately
size of a cigarette.
cotton
cigarettes

PROCEDURE:

Rinse the container thoroughly.
Make an opening in the cap of the container to fit the tubing into the can.
Place the tubing in the opening and seal tight with cement or clay if needed.
Insert loosely packed cotton ball into tubing.
Insert cigarette into open end of tubing.
Press firmly on the plastic container to force air out before lighting the cigarette, then proceed with slow and regular pumping action.
Withdraw cotton from tubing to show accumulation of tar.
Pass container around for individuals to smell and to observe that smoke continues to be expelled for a period of time.



SWEEP, BROWN, SMOKE, ILLNESS, PINK, STOP, HEALTH, AIR

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LESSON PLANS

CONCEPT/SKILL	TEST IMS	ESTIMATED TIME
Good Habits	2.C.2	30 minutes

OBJECTIVE 2 - 2.3.3 Identify habits individuals are responsible for choosing which positively affect their health.

INSTRUCTIONAL MATERIALS:

Kit: American Cancer Society, An Early Start to Good Health, My Health, (available in your media center)
Teacher's Guide: Activity 3
Gummed stars

PROCEDURE:

Take the students on a Healthman/Healthwoman Fantasy Trip by having them listen to the following story. You may want to record the story instead of reading it to them. This activity is designed to increase the student's self-awareness of his/her body which promotes the development of good habits.

Find a place large enough for the students to lie down. Stress the importance of taking care of your body and being healthy like Healthman. Tell the students they are going to imagine how Healthman feels by going on a "Healthman/Healthwoman Fantasy Trip." Read the story or play the tape. Allow the students to do activities suggested in the story.

HEALTHMAN/HEALTHWOMAN FANTASY TRIP

"Feel the space you are lying in ... Feel your head touching the floor ... Feel your arms touching the floor ... Feel your back touching the floor ... And your legs ... And the heels of your feet ... Feel your whole body sinking into space ... Feel the air surrounding your whole body ... Feel the air inside your body ... Take a deep breath ..."

"Now you are Healthman; you are Healthwoman ... Each part of you is slowly beginning to wake up after a good night's sleep ... The muscles in your right leg are waking up ... They are stretching, slowly ... Now, the muscles in your left leg are waking up and stretching, slowly. Now, your arms are waking up after a good night's sleep ... An now, your whole body, slowly, stretches all over (but keep your eyes closed)..."

"Feel how good your muscles feel after such a good rest ... Have a nice good-morning yawn ... Feel how good the air feels, coming into your body."

OBJECTIVE 2 - 2.3.3

"Now, time to wash and brush and get nice and clean to start the day ... Make a picture in your mind... See yourself splashing water on your face ... Feel the water making your face clean ... Brush your teeth ... Taste the toothpaste... Now, feel your teeth with your tongue... Feel how they feel just after you have brushed them ... Are your teeth smooth? or rough? ... Taste the clean fresh taste in your mouth ..."

"Now, have a good and satisfying breakfast ... Eat slowly ... Choose the foods that are good for you ... Enjoy your breakfast ... Feel full ... but not too full. Feel the food start to give you energy to do all the things you are planning for today. Feel energy moving through you."

"Take a deep breath and feel your lungs fill up with air ... Travel with the air all through your body ... Feel each healthy part of you, outside and inside ... Feel what a good and healthy day you are going to have ... Remember the feelings ..."

"Now, come back into our room ... Keep your good and healthy feelings ... Remember what the room looks like ... The color of the walls ... The windows ... And the door ... See the room with your mind ... Be here in the room ... Now slowly, slowly open your eyes."

EVALUATION:

Have students recall and share one feeling during the trip that made them feel good about themselves.

ENRICHMENT/REINFORCEMENT:

Discuss with students who their heroes are. What things do they admire about them? Name ways Healthman is a hero. Now ask students to be the hero of their own life. Have them share things they like about themselves.

Have each student write his/her name on a blank sheet of paper and add it as the last page of his/her "Learning About Drugs" booklet. Place a star on each page for a job well done in completing the unit and have the students take it home and share it with their parents.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted Texts	Other Resources
2-2.3	Mood and behavior may be changed in various ways.	2 - 3 Weeks	Health Test	Richmond, (2, 1981), pp. 60-63, 73, 88. Richmond, (2, 1977), pp. 60-63, 73, 88.	PAMPHLETS Katy's Coloring Book About Drugs and Health, Government Printing Office.** Tuffy Talks About Medicine, Public Relations and Advertising Department, Aetna Life and Casualty.** Frogs Don't Smoke, American Lung Association of Louisiana, Inc.** Huff and Puff, American Cancer Society.** TRANSPARENCIES 3M Company, School Health Education Study, Concept 9, Level I.** KITS American Cancer Society, An Early Start to Good Health, "My Health."**

*Duval County School Board Film Library
**School Media Center
+Health Education Supervisor

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2-2.3	Mood and behavior may bbaohanged in various ways.	2 - 3 Weeks	Health Test		FILMSTRIPS Marsh Films, Squeegee Learns About Drugs.+ FILMS Our Wonderful Body: Drugs, Medicines, and Poisons.* The Huffless, Puffless Dragon.* Octopuff in Kumquat.*

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